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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating information in fictional reading, viewing, and listening selections. It begins with reference to the particular content standard addressed in the package, the educational level of the package (middle schools), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop and maintain a vocabulary log; (2) develop and maintain a fiction journal; (3) read a story or novel, create a "travel guide" to the fictional world of the story/novel, and write a sequel to the story/novel; and (4) read a novel and review it, basing evaluation on prescribed criteria. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 397

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Read, Listen, and View: Fiction **Level:** Middle

Title of Package/Activity: Fiction Journal

Summary Statement of Content Standard:

Comprehend, interpret and evaluate information in fictional reading, viewing and listening selections

Description of Student Performances:

Task 1: Read, listen to, and view several fiction selections, and develop and maintain a vocabulary log.

Task 2: Read, listen to, and view several fiction selections, and develop and maintain a fiction journal.

Task 3: Read a story or novel, create a "travel guide" to the fictional world of the story/novel, and write a sequel to the story/novel.

Task 4: Read a novel and review it, basing evaluation on prescribed criteria.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 761

EXAMPLE PERFORMANCE PACKAGE TASK 1
Fiction Journal

Content Standard: Read, Listen, and View: Fiction **Level:** Middle

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

2. showing evidence of an ongoing process for expanding vocabulary

Product(s):

Vocabulary log

Task Description:

Overview: As they read/listen/view, people of all ages find words they do not know. Strong readers/listeners/viewers know and use multiple strategies to define unfamiliar words they encounter. In this task, you will create and maintain a vocabulary log of unfamiliar words from several reading/listening/viewing selections. Then, using a variety of strategies, you will infer (make an educated guess about) the possible meaning(s) of each word and describe your strategies and reasoning. Finally, you will use a dictionary to confirm or correct your definition.

You will perform this process **over an extended period of time** with many different fiction read/listen/view selections. Periodically, you will review your log entries to make sure you are using different strategies for expanding your vocabulary.

Steps:

1. Set up a system for recording information in a vocabulary log. Provide space for the categories of information listed in Steps 2, 3, and 4. (See sample log entries in Step 4, page 3.)

2. As you read/listen to/view various fiction selections both with your class and independently, note the words you encounter for which you do not know the meaning. In your vocabulary log, record the following information:
   - the word
   - the location of the word (for print selections, give title, author, and page number)
   - a quotation in which the word appears.

3. As you work to infer (figure out) a definition for each word, use strategies that fit the reading situation and the word in question. Record in your log the following:
   - your inference (best educated guess) about the definition of the word
   - the strategies you used (See next page.)
   - a brief description of how you used the strategies.

Task Description, continued

Some of the most common strategies are listed here. Work with your teacher to **practice and apply** these strategies and others you, your teacher, and your class may identify and/or develop:

- using direct context clues
- using indirect context clues
- pronouncing the word (that is, sounding it out)
- breaking the word into smaller parts (such as root word, prefix, suffix) to piece together a definition
- asking another person.

4. Then, use a dictionary to find the correct definition of the word, and record this definition in your vocabulary log. When more than one definition is listed in the dictionary, select the definition(s) that makes the most sense for the context (how the word is used in the selection).

Sample Log Entries

Word	Location	Quotation	Best Educated Guess (Inference)	Strategies Used	Description of Use of Strategies	Definition from Dictionary
dash	The Outsiders, by S.E. Hinton, p.68	"He [Dally] didn't have Soda's understanding or dash. . . "	humor? energy?	indirect context clues	Soda is always running around and making people laugh. Dally always seems angry.	style
Weyr	Dragonsong, by Anne McAffrey, p.12	" . . . she did the Name-Song for the current wingleaders of Benden Weyr so her Sea Hold would know their dragonmen."	fort-like city where dragons and their riders live on the planet Pern?	indirect context clues, map on inside cover	They talk about flying into the Weyr so it must be a place that only dragons can get to; on the map the Weyrs look like cities.	wasn't in the dictionary, seems to be a word made up for the world of Pern

Task Description, continued

5. Your teacher will periodically ask you to review your vocabulary log to assess how well you are doing. Your review can be done orally or in writing. Each time you are asked to review your vocabulary log, answer the following questions:
   - Are your log entries complete?
   - Are the words you are choosing of an appropriate level of difficulty for your current reading level? That is, are you selecting words that you truly don't know? Are you ignoring words that you truly don't know?
   - Are you using different strategies to help define the words?
   - Are you describing how you are using each strategy with enough detail so your teacher can see that you understand the strategy?
   - Are your dictionary definitions correct?

   Your teacher also will periodically review and give you feedback on your vocabulary log.

6. After each review of your vocabulary log, identify any parts of the log for which you need to make changes and improvements. (For example, "I need to pick words that I really don't know;" "I need to try to use some different strategies.") As you continue to read/listen/view and make log entries, be sure that you make these changes and improvements.

Special Notes:

ABOUT THE PACKAGE AS A WHOLE

Selection of Reading/Listening/Viewing Material
This package should be used with the many fiction read/listen/view materials you currently use within your existing curriculum. While short stories, novels, and plays are materials most often used in the classroom, selections for this task need not follow a rigid definition of "fiction." For example, selections may include personal narratives, narrative poems, teaching stories typically found in cultures with a strong oral tradition, fairy tales, films, and television shows. As you make your selections, consider using materials from a variety of peoples and situations, for example, people of different cultures and economic classes, males and females, people from different time periods.

Task Sequence
Tasks 1 and 2 may be done at the same time, for the same selections. It is **not** recommended that you require students to do the work of Tasks 1 and 2 for **every** fiction reading/listening/viewing selection in your curriculum. Tasks 3 and 4 should be begun after significant work is done for Task 2.

Reading Level
Tasks for this package are written so that students of all reading abilities may participate even if they are not reading at or above grade level. To meet the standard, however, students must use selections that are at or above an 8th grade level of readability. See your district curriculum coordinator and/or reading specialist for readability assessment tools.

Technology Connections
Special Notes for all four tasks will include a list of technology tools that can be used. Using those technology skills, however, is not required in order for students to meet the Read, Listen, and View: Fiction standard. To assess students' application of technology tools, please see the Managing Resources: Technology Applications standard.

Teacher Resources on Reading
Atwell, Nancie. (1897). *In The Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth: Boyton/Cook.
Beach, Richard. (1993). *A Teacher's Introduction to Reader-Response Theories*. NCTE.
Beach, Richard and James Marshall. (1991) *Teaching Literature in the Secondary School*. New York: Harcourt Brace Jovanovich.
Niles, Olive, Thomas Fitzgerald, and J. Tuinman. (1977). *Reading Tactics C*. New York: Scott Forsman.
Tchudi, Stephen and Susan Tchudi. (1991). *The English/Language Arts Handbook*. Portsmouth, NH: Boyton/Cook Publishers.
Wilhelm, Jeffrey. You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents. NCTE, 1996.

Novels Used as Examples in Package
McAffrey, Anne. (1976). *Dragon Song*. New York: Bantam Books.
Taylor, Mildred. (1976). *Roll of Thunder, Hear My Cry*. New York: Dial Books.

Special Notes, continued

Young Adult Reading Materials: Resource Lists/Publishers/Contacts

Atwell, Nancie. (1897). In The Middle: Writing, Reading, and Learning with Adolescents. Portsmouth: Boyton/Cook. See Appendig G for a list of favorite adolescent fiction.

Beach, Richard and James Marshall. (1991) *Teaching Literature in the Secondary School*. New York: Harcourt Brace Jovanovich. See Appendix C for a list of publishers of Young Adult literature and secondary literature books)

Bilingual Press, Hispanic Research Center, Arizona State University, Tempe, Arizona 85287-2702.

Bishop, Rudine Sims, ed. *Kaleidescope: A Multicultural Booklist for Grade K-8*. NCTE, 1994.

Eastwind Bookstore, 1435A Stockton Street, San Francisco, CA 94133, (415)781-3331. Bookstore that specializes in English language materials on Asian Americans and China, and bilingual and Chineses materials for children.

The Equity Assistance Center (Region B), Resource Center of the Consortium for Educational Equity at the State University of New Jersey, Rutgers. Kilmer Campus, New Brunswick, New Jersey 08903, (201)932-2071/2072.

Gallo, Donald, ed. *Literature for Teenagers*. Connecticut English Journal, Fall, 1993.

Latin America Resource Review. Resource Center of the Americas, Volume 3, Number 4, Winter 1996-1997.

Guidelines for Gender Balanced Curriculum in English, 7-12. Included a recommended booklist. 1990.

International Reading Association. *Young Adults' Choices*

Minnesota Humanities Commission. *Braided Lives*.. St. Paul: Minnesota Humanities Commission, 1991.

Miller-Lacjmann, Lyn. *Our Family, Our Friends, Our World*. Bowker, 1992. Annotated guide covering literature for many cultural groups.

MultiCultural Review, volume 1, number 4, 1992. Has an eight page list of periodicals that focus on non-commercial periodicals issued by and for African-Americans, Latinos, American Indians, Asian-Americans, and other ethnic groups.

National Asian American Telecommunications Association, 346 Ninth Street, 2nd Floor, San Francisco, CA 94103, (415) 863-0814. Promotes and distributes films and videotapes of Asian Americans.

Olover, Eileen Iscoff. *Crossing the Mainstream: MultiCultural Perspectives in Teaching Literature*. NCTE, 1994.

Persea Books, 60 Madison Avenue, New York, New York 10010

Phelan, Patricia. *High Interest-Easy Reading: An Annotated Booklist for Middle School and Senior High*. NCTE, 1996.

Resource Center of the Consortium for Educational Equity at the State University of New Jersey, Rutgers. Kilmer Campus, New Brunswick, New Jersey 08903, (201)932-2071/2072.

Revard, Carter, ed. *Native Heritage: American Indian Literature*. Nebraska English Journal, 1993.

Samuels, Barbara and Kylene Beers, ed. *Your Reading: An Annotated Booklist for Middle School and Junior High*. NCTE, 1995-1996.

Taylor, Barbara. *New Books for Young Readers*. Minneapolis: University of Minnesota, 1992.

Trelease, Jim. *The New Read Aloud Handbook*. New York: Penguin Books, 1992.

Visual Communications, 263 South Los Angeles Street, Room 307, Los Angeles, CA 90012. (21)680-4462. Develops and distributes photographs, films and videotapes on Asian Americans.

See your district media and reading specialists for additional resources.

Special Notes, continued

ABOUT TASK 1

Modeling the Log Entries
As students begin work on the vocabulary log, model the process of making entries in the vocabulary log with the class as a whole. Use a fiction selection read aloud.

Format for the Log/Technology Connections
Students may create their log in a notebook, on forms that you create, or with word processing, database, or spreadsheet software.

Strategies
Most reading books have descriptions and exercises on the various strategies for defining unfamiliar words. Also, some spelling books may be good resources.

"Asking Someone Else" as a Strategy
Some students may think that to ask another person is not an appropriate strategy for defining words and yet it is one that many adults use in their own reading/listening/viewing. Discuss with your students when asking someone else is not appropriate (for example, when taking a test) and when it is.

Checking Students' Progress
Periodically review the students' vocabulary logs to ensure they are selecting words appropriate for their reading level, are defining words correctly, and are using different strategies. Also, see if they are using strategies that are appropriate for the words and the reading/listening/viewing situations. Provide students ongoing feedback.

Caution about Overkill
The main point of this task is to assess students' effective use of the different strategies for correctly defining unfamiliar words. The purpose is NOT to establish an exhaustive vocabulary list, nor even necessarily to assess students' vocabulary. Once a student demonstrates application of the strategies at standard level, he/she may move on to other work.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Fiction Journal

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading, listening, and viewing materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Vocabulary Log	
_____	Vocabulary log entries are complete.	_____
_____	Words chosen for the log are of appropriate difficulty for the individual student.	_____
_____	The collection of entries documents the use of a variety of strategies to help define words, namely: • using direct context clues • using indirect context clues • pronouncing the word • breaking the word into smaller parts • asking another person • looking up the word in a dictionary or glossary.	_____
_____	Definitions of the words are correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Fiction Journal

Content Standard: Read, Listen, and View: Fiction **Level:** Middle

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to comprehend, interpret ,and evaluate information in fictional reading, listening, and viewing selections by:

1. retelling a story, including major characters, setting, sequence of events, and conflicts
3. interpreting literal and figurative language and imagery

Product(s):

Fiction journal

Task Description:

Overview: Over an extended period of time, you will be reading, listening to, and viewing a variety of fictional works with your class, in small groups, and independently. These selections may be short stories, novels, plays, narrative poems, movies, or songs.

For each fictional work you will record basic information about the work in a fiction journal. Your entry for each selection should also include detailed summaries of the setting, characters, sequence of events, and conflicts. Finally, in your entries you will interpret the literal and figurative language in each selection.

(You will continue to use your journal in Tasks 3 and 4.)

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

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1. Set up a system for recording information about the various fiction works you will be reading, listening to, and viewing. This system may be in a notebook, a word processor file, or a database. Number your pages, and date each entry so that you may more easily find and organize the ideas in your journal later.

2. **While you are reading/listening to/viewing** each selection, write down in your fiction journal your questions, thoughts, impressions, and reactions. In other words, **respond** to the material. Some of your entries may be very informal; that is, you will simply write whatever you are thinking about the work. Others may be more structured; for example, your teacher may ask you to describe the main character and write what you think about his or her actions. From time to time, your teacher will be asking you to focus your journal entries by giving you prompts (questions or topics).

Task Description, continued

3. **After you have finished reading/listening to/viewing** *each* selection, summarize information about the selection in your journal. For *each* selection, write an entry that includes the following information:

   a. **Identifying** the selection by stating (identifying data requested here is for a reading selection):
      - author
      - title of novel or play -- or title of story or poem and the book in which it is found
      - publisher
      - date of publication
      - number of pages.

   b. **Retelling** the story in your own words with specific examples and details from the selection about:
      - characters
      - setting
      - plot/sequence of events
      - conflicts.

   c. **Interpreting** literal and figurative language and imagery by explaining (for example):
      - similes and metaphors
      - personification
      - sensory language (language that awakens or stimulates any of the five senses).

   Notice that you can provide some of the above information in short, direct answers, while for others you will need to do more complex thinking.

4. Periodically, your teacher will ask you to review your journal entries to assess how well you are doing. Some things to look for are:
   - Completeness. Are you writing enough to retell and respond to each selection thoroughly and/or to answer completely the questions your teacher asks?
   - Specificity. Are you using specific examples and details from the selections to explain your responses/ideas and to retell the story?
   - Elaboration. Are you moving beyond simple, quick answers to more complex explanations of your ideas and responses?
   - Interpretation. Are you looking for figurative language and imagery and explaining the meaning/significance of, for example, similes, metaphors, personification, symbolism? Are you identifying and interpreting imagery that uses the five senses?

   Your teacher also will regularly review and give you feedback on your fiction journal.

EXAMPLE PERFORMANCE PACKAGE TASK 2
Fiction Journal

Special Notes:

Students are to be assessed throughout this package for their work on the *Read, Listen, and View* standard. Their *writing style or delivery* should not be assessed.

Prompts for Journal Entries

- Students will need **instruction, modeling, and coaching** to complete entries in their journal. The amount of support necessary will be dependent on students' previous experiences with fiction.

- Many language arts textbooks and novels have student and teacher guides which contain prompts that call for complex explanations. Also, see the resources lists in the Special Notes of Task 1.

Number and Length of Entries

- It is **not** recommended that you require students to complete journal entries for *every* piece of fiction studied in your class. There are many possible ways for students to develop and demonstrate their reading/listening/viewing skills. For example, if you include a short story unit within your curriculum, you could have students complete only partial journal entries. Then, if they read a play or watch a film in your (or another) class, you could have them create partial journal entries that focus on other elements of fiction not included in your short story unit. For a novel, you could have students create complete journal entries for each chapter.

Technology Connections

- Students may create their journals using word processing or database software.

EXAMPLE PERFORMANCE PACKAGE TASK 2
Fiction Journal

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selections include reading, listening, and viewing materials.	_____
_____	Most selections are at or above an 8th grade reading level.	_____
	Journal Entries	
_____	Retellings of selections are accurate and thorough recountings of: • major characters • setting • sequence of events • conflicts.	_____
_____	Retellings include specific examples and details from the selections.	_____
_____	Retellings are in the student's own words.	_____
_____	Interpretations of language are clear and thorough explanations of: • literal language • figurative language • imagery.	_____
_____	Interpretations include relevant and specific examples and details from the selections.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 3
Fiction Journal

Content Standard: Read, Listen, and View: Fiction **Level:** Middle

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

4. categorizing events, behavior, or characters
5. predicting logical cause and effect sequence

Product(s):

- Categorizing chart
- Travel guide to fictional world
- Sequel

Task Description:

Overview: Authors create cultural and social worlds with their stories. As we read/listen to/view fiction, sometimes we find worlds that are very different from what we know or have experienced, such as the world of science fiction or the world of a culture or class different from our own. Other times, many of the characters in a fiction selection, their patterns of behavior, their environment, and the events of their lives appear very familiar. Even when the fictional world seems familiar, as a reader, you are always an outsider to that world. And, as an outsider, you may be able to see things about the world that the characters cannot.

In this task, you will study a world created by an author in a story or novel (and, if required by your teacher, a film or audio recording) and then create a "travel guide" to this fictional world. In the guide you will describe the place, characters and their behavior, and events in the world of the story/novel.

Finally you will write a sequel to the story/novel, beginning where the original work ended. The characters will need to be similar to those in the original, and the events of the sequel will need to follow the same patterns as events in the world of the original story/novel.

Steps:

Before you work on the steps in this task, your teacher will explain and model them for your class.

---

1. As you read a story or novel, keep notes. You may use your journal from Task 2 for your notes. In particular, write notes on the following:

   The Place

   - Climate, weather challenges
   - Natural physical structures and structures made by humans (for example, cliffs, buildings; which characters live in what parts of town)

Task Description, continued

The Characters and Their Behaviors

- Language used by the characters (Formal? Informal? Slang? Non-standard? Dialects?)
- What is considered normal behavior? Not normal?
- Relationships among characters (How do the characters interact? How are power and authority defined and who has it?)
- Values, beliefs, motivations of the characters and of the society.

The Events

- What are the typical/common as well as significant/unusual events?
- What are logical sequences of events?

Be sure to look at the events, behavior, and characters from more than just your own perspective. That is, categorize how the different characters are seeing and understanding the events and behavior of other characters in the selection.

2. To help find the generalizations or patterns in the fictional world of the story/novel, make a chart that has two columns. In the first column, write character behaviors and events from the story. In the second column, explain what the behaviors and events tell you about the fictional world. Here is an example from such a **categorizing chart**:

   EVENTS/BEHAVIORS: *in Roll of Thunder, Hear My Cry (a novel by Mildred Taylor) the white kids get to ride the bus to school while the black kids have to walk. Also when the black kids get their textbooks at the beginning of the school year, they find that the "new" books are in fact the old books that the white students and teachers didn't want any more*

   EXPLANATION: *One could generalize that in the world of Roll of Thunder, Hear My Cry children who are white get much better support for their education than children who are black.*

   (This example looks at the relationships among characters and at who has power and authority.)

3. Using your notes and ideas developed with the categorizing chart (Step 2), create a **travel guide to the fictional world** of the story/novel you have been studying. Prepare the guide for people who are about to travel to the world of the story/novel but who have never been there. (Note: You are creating a travel guide, not a travel brochure. With a travel brochure, someone is trying to encourage others to visit their location. Because a travel brochure is an advertisement, all the information presented in it is positive [or slanted to appear positive].) As in the example from Step 2, there may be elements of the fictional world about which you are studying that are offensive and discriminatory. Your assignment is to include all relevant information in your travel guide, even if it is not all positive.

Task Description, continued

Include the following sections in your travel guide:

- *What Your Readers May See* descriptions of natural and human-made physical structures, weather patterns, special landmarks or important places. You may include maps and/or drawings, but you must have written descriptions. ("Place" is included because it often affects events and character behaviors.)
- *Whom Your Readers May Meet* descriptions of characters, how they behave, what kind of relationships and conflicts they have with each other, the language they use, their beliefs and values, as well as what motivates, inspires, frightens or challenges them. You may include drawings, but you must have written descriptions.
- *What May Happen When Your Readers Are There* a list of at least ten "If...then" statements that *describe* common or likely events and character behaviors and *explain* why they happen. -- Two examples:

"If...then... " examples from *DragonSong*, a novel by Anne McAffrey:

1. *If there is fiery rain falling from the sky, then people will run inside and lock the doors. They will be very nervous and will make sure that everyone of their family is with them. The fiery rain is called "thread" in the world of the story. When "thread" hits the ground, it burns any living thing that it touches (plants, animals, people). Whenever there is "thread," the dragons and the dragon riders fly out to burn the "thread" mid-air, before it hits ground. The people are afraid that the people, the homes, and the farmlands will get burned.*

2. *If an older person tells a younger person to do something, even if they are not a family member or a boss, then the younger person MUST follow the direction. This is because in this world, people really respect age and experience.*

4. Using your travel guide as a reminder of the social and cultural world of the fictional work, compose a **sequel** to the story or novel. Begin where the original work left off, and follow the established language and character patterns. If you choose to add other characters, make sure they fit within the original's culture of characters. The events in your sequel must follow a pattern that is logical, given the world of the story/novel. For example, a sequel to *DragonSong* may include a character who has an accident while flying a dragon; such an event in *Anne of Green Gables*, a realistic novel, would not make sense.

In your sequel, you are, in effect, predicting the logical cause and effect sequence in the fictional world.

Special Notes:

Preparing Students for This Task

- One possible pre-assessment activity is to have students examine their own worlds for patterns of behavior. Have students complete the categorizing chart activity of Step 2 for different physical and social settings they experience, such as the basketball team, the lunchroom, the bus.

- Another idea is to model the process of describing and explaining a world by working with short stories, movies, or other narratives as a class.

- The "Choose your Own Adventure" types of books are good ones to use for illustrating cause/effect sequences. Have students create a flow chart that displays how one choice leads to others, which then lead to others.

- Before beginning work on the travel guide, have students look at real guides for various cities and states to see their content and design. Have students discuss the differences between a travel **brochure**, which is published to advertise a location, and a travel **guide**, published to give travelers information. Also, remind students that this task requires even more information than typically included in a travel guide.

Book Selection

- It will probably be best to work with a single selection for the class for this task or to have a small selection of books from which students could choose. This is because teachers will need to know the world of the work to be able to provide **direction** for and **feedback** on the students' interpretation of the world of the selection.

- Any book (books) selected needs to be one with sequel possibilities (that is, one for which there could be many different possible future events for the characters of the novel) yet **not** one for which the author has already written a sequel.

Teacher Feedback Necessary Between the Guide and the Sequel

Give students **feedback** on their travel guides before they begin work on their sequels. This will ensure that students understand the world for which they are writing the sequel.

Assessment of Sequel

The sequel MUST follow the logic of the world of the original story. **Note that nothing in this package is a writing assessment.** Students must be assessed on the content of their sequels and not on the sequels' writing "delivery" or "style."

Technology Connections

- Students may create their travel guide using word processing or multimedia software such as Slideshow or Hyperstudio.

- Students may create their story sequel using word processing software.

EXAMPLE PERFORMANCE PACKAGE TASK 3
Fiction Journal

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Selection is at or above an 8th grade reading level.	_____
	Categorizing Chart **and** Travel Guide to Fictional World	
_____	Analysis of selection includes accurate and thorough categorizations of *at least one* of the following: • events • behavior • characters.	_____
_____	Analysis includes relevant and specific supporting examples and details from the selections.	_____
	Sequel	
_____	Characterizations are consistent with those in the original work.	_____
_____	The cause/effect sequence of events logically follows the patterns in the original work.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 4
Fiction Journal

Content Standard: Read, Listen, and View: Fiction **Level:** Middle

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

6. evaluating fiction according to preestablished criteria

Product(s):

Book review

Task Description:

Overview: In recent years, books clubs have become more and more popular -- consider, for example, the book club on the Oprah television show. In book clubs, readers of all ages gather together regularly to discuss books in which they have a common interest. In some of the groups, a leader or coordinator decides what books the club members will read and discuss. In many others, however, the members of the groups make recommendations about books and, with the other club members, decide which books they will read.

In this task, you will act as a member of a book club and will recommend whether or not a particular book would be a good one for your book club to read.

Steps:

Your teacher will give your class direction and help in setting up both the "book clubs" and the criteria for evaluating and recommending a fiction book.

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1. Review the criteria for the book club for which you will be recommending a fiction book (a novel). Notice that some of your club's criteria will be very easily applied to book selections, such as, for example, "The book must be over 100 pages long." Other criteria will be more complex, such as, "The book must have a lot of action," "...must have a strong female character that teenagers can relate to."

2. Select a novel that you believe fits the criteria of your book club.

Task Description, continued

3. As you read the novel, keep notes. You may use your journal from Task 2 for your notes. In particular, write notes on the following:
   - the setting, characters, plot (sequence of events), conflicts
   - issues specific to your book club criteria (See sample notes below.)
   - your personal response, that is, what you like and don't like; your reactions to characters and events.

Three Sample Notes for One Book Club Criterion

Book Club Criterion: must have a strong female character that teenagers can relate to
Book: *DragonSong* by Anne McAffrey
Entries:

pp. 54-59	*When Menolly finds the fire lizard eggs about to be caught by the tide, she calms the fire lizard queen and carries the eggs up the cliff to safety. (strength)*
p. 63	*I don't think it is fair that Menolly's parents aren't letting her sing and play her instruments. I like that she sneaks away to sing to the fire lizards. (teenager)*
p. 107	*When Menolly gets caught in the Thread [fiery rain], she doesn't give up but runs back to the cave. She runs over the rocks even though she doesn't have shoes on and cuts her feet. (strength)*

Two Sample Notes for Another Book Club Criterion

Book Club Criterion: must show details of realistic wilderness/hunting experiences
Book: *Hatchet* by Gary Paulsen
Entries:

pp. 43-45	*When Brian drinks water from the lake, he drinks too much all at once and gets sick. This seemed pretty realistic to me. (realistic wilderness/hunting experiences)*
p. 51	*Brian yells and all the birds and bugs go quiet. He kind of freaks out because he can hear nothing at all. It is so quiet. That reminds me of times when I am sitting in our deer stand and it is so quiet it's a little spooky. (realistic wilderness/hunting experiences)*

4. Once you have finished reading the novel, review your notes/ideas and organize them according to the three categories listed in the bullets in Step 3.

5. Based on the evidence you have collected in your notes, decide whether or not the book meets your book club's criteria and whether or not you would recommend the novel to other readers.

   Note: You will be assessed on **how you evaluate the book and prove with evidence** that the book you read does or does not meet your book club's criteria. You will **not** be assessed on whether or not the book is recommended, and **not** on your writing "style" or "delivery."

Task Description, continued

6. Write a book club book review. Your audience is made up of the other students who are part of your book club. Your review should include the following sections, though they need not be in this order:
   - a summary of the novel, including its characters, setting, plot, conflicts
   - a well-reasoned evaluation, supported by evidence (examples and details) from the novel, on whether or not the book fits the criteria for your book club
   - a recommendation to other young adult readers, based on your own personal response, as to whether or not they should read the novel.

   For each of the three sections, you will need to provide specific and relevant examples and details from the book to support your statements.

Special Notes:

Why a Book Club Book Review?

- Most middle school students are not developmentally capable of evaluating texts based on aesthetic criteria. By focusing the evaluation on book club criteria rather than more abstract aesthetic criteria, students will be able to focus part of the review on evaluation/judgment, as the standard requires. Also, having students prepare book club reviews for their classmates provides students an authentic audience beyond the teacher, and, hopefully, having this audience will also be a motivating factor.

Creating Book Clubs and Establishing Criteria for Them

- Book Clubs may be established by you or by the students. However the book clubs are formed, **students will need your direction** to ensure that the set of criteria established for the clubs includes at least one criterion for which complex thinking and argument are necessary -- a criterion on which an evaluation can be based. "The book must have a strong female character that teenagers can relate to" is such a criterion; "The book must be at least 100 pages long" is not a criterion upon which an evaluation/judgment can be based.

Connection to Writing Standard

- Students are to be assessed on **how they evaluate the book and prove with evidence** that the book they read does or does not meet their book club's criteria, **not** on whether or not the book is recommended, and **not** on their writing "style" or "delivery."

- To assess student **writing** with this book review assignment, consult the middle level Writing standard. (For the middle level Writing standard, there is a state example performance package, "A Matter of Opinion," which you could review.)

Technology Connections

- Students may create their book club book reviews using word processing software.

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FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Novel is at or above an 8th grade reading level.	_____
	Book Review	
_____	Evaluation of novel is clearly based on the pre-established criteria.	_____
_____	Evaluation includes relevant and specific examples and details from the novel.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):